



STATE OF MONTANA JOB PROFILE AND EVALUATION

The job profile is a streamlined position description and may serve as the core document for all human resource functions such as recruitment, selection, performance management and career and succession planning. It was developed, initially, for use in classifying positions in Pay Plan 020.

If you are converting a position to Pay Plan 020 and the position has not changed simply cut and paste the information needed from the current position description. The position description contains sections that are no longer used to classify the position, such as: Working Conditions and Physical Demands; Management and Supervision of Others; Supervision Received; Scope and Effect; and Personal Contacts. These may still be important to the position and may be included in **Section IV – Other Important Job Information**.

When working with a new position, classification request or change to a position in Pay Plan 020, complete the information below to provide the required documentation for classification.

SECTION I – Identification

Working Title Behavioral Counselor/ Recreational Specialist	Job Code Number	Job Code Title
Pay Band	Position Number	<input type="checkbox"/> FLSA Exempt <input type="checkbox"/> FLSA Non-Exempt
Department Residential		Division and Bureau
Section and Unit		Work Address and Phone 3911 Central Avenue Great Falls MT 59405
Profile Produced By		Work Phone 771 6125

Work Unit Mission Statement or Functional Description - This section should include a complete statement of the mission or function as it relates to the work unit.

The vision of the Montana School for the Deaf and the Blind is to promote and maintain excellent and comprehensive educational opportunities for every deaf, hard-of-hearing, blind, low vision and deaf child in Montana which shall lead to the highest potential for adult life of independence and self-sufficiency; a meaningful personal, family and community life, and a useful, productive occupational life.

Describe the Job's Overall Purpose:

Provide guidance to deaf, hard of hearing, and visually impaired students with specific behavioral issues, as well as guidance to the Cottage Life Attendants on dealing with these behavioral issues. Provide general guidance to students regarding social and emotional development. Serve as a liaison between parents and cottage staff.

SECTION II - Major Duties or Responsibilities	% of Time
<p>This section should be a clear concise statement of the position's duties. Well written thorough task duty statements are required here to accurately evaluate the position.</p> <p>1. What are the major duties or responsibilities assigned to this position? Group duties in order of importance and estimate the percent of time needed to perform each duty. NOTE: Because you are identifying major duties usually 3-5, the quantity of time probably will not be less than 20%. If a duty is essential but not performed routinely you should list it. For example, lobbying during the legislative session may not take up a large percent of total work time, but can be an essential duty.</p>	
<ol style="list-style-type: none"> 1. Develop and assist staff to implement guidance and behavioral management programs for residential students. Gather and present data and information related to the cottage program at IEP/CST meetings in relation to student performance and social development in the areas of <ol style="list-style-type: none"> a. communication skills b. occupational realities c. self image d. personal hygiene e. peer relationships f. mental hygiene g. interpersonal relationships 2. Coordinate individual student and group behavior management and counseling programs with education staff. 3. Maintain student schedules and assist students in their weekly phone calls home. 4. Maintain records related to their counseling program including quarterly records and reports to parents as well as compiles yearly Burk's Behavioral reports on all residential students. 5. Assist in the overall supervision of the cottage program on and off campus in the absence of Dean of Students or Supervising Counselor. 6. Arrange, organize, and supervise evening and weekend activities for D/HH and VI students. <ol style="list-style-type: none"> a. Schedule and transport students to individual activities such as guitar lessons, basketball practices and games, hunter's safety, etc. b. Schedule and transport students to group activities such as birthday parties, games, performances, fairs, etc. c. Plan, arrange and organize group parties for both residential and day students such as Halloween, Christmas, Super Bowl, fun runs, fairs, etc. 7. Serves as a member of the schools mental health team. 	<p>55%</p> <p>25%</p> <p>20%</p>

<p>2. Give specific examples of the types of problems solved, decisions made or procedures followed when performing the most frequent duties.</p>
<p>Helping students deal appropriately with anger, social skills, communication and appropriate language with peers and adults. Helping Students deal with conflict with peers and staff working with both individuals to solve problems and build relationships. Developing behavior modification techniques and plans to help students who have behaviors such as tantrums or wetting their pants.</p>
<p>3. What do you consider the most complicated part of the job?</p>
<p>Dealing with anger management issues – trying to encourage students to utilize appropriate techniques for dealing with anger and stress. Finding a balance between the needs of the student, the needs of the parent and determining how the residential program can best serve those needs.</p>
<p>4. What guidelines, manuals or written established procedures are available to the incumbent?</p>
<p>Student/Parent Handbook Houseparent Handbook Personnel Handbook</p>
<p>5. If this position supervises other positions, complete the following information.</p>
<p>The number of employees supervised is 0</p> <p>Please list the Position Number for those supervised NA.</p>
<p>Is this position responsible for:</p>
<p> <input type="checkbox"/> Hiring <input type="checkbox"/> Firing <input type="checkbox"/> Performance Management <input type="checkbox"/> Promotions <input type="checkbox"/> Supervision <input type="checkbox"/> Discipline <input type="checkbox"/> Pay Level <input type="checkbox"/> Other: </p>
<p>6. Please attach an Organizational Chart (optional).</p>
<p>SECTION III - Minimum Qualifications - List the minimum requirements for first day of work.</p>
<p><u>Please list the main knowledge and skill areas required for the job:</u></p>
<p>Knowledge:</p> <ul style="list-style-type: none"> Child development Counseling procedures Education of the deaf and blind children <p>Skills:</p> <ul style="list-style-type: none"> Proficient in expressive and receptive sign language Ability to have more than one activity going on at a time <p>Abilities</p> <ul style="list-style-type: none"> Able to relate to emotional needs of children as well as school, cottage, administrative and other personnel

What behaviors are required to perform the duties? **NOTE:** Identifying behaviors used for recruitment and selection and other HR functions are part of building a competency model (see **Creating Competency Models** in Guide). A position description will provide helpful information if a model has not been developed. Often “abilities” from the current PD can be stated as desired and observable behaviors. For example, “the ability to communicate clearly in writing” can be restated “writes clearly and concisely”.

Communication:

- Proficient in expressive and receptive sign language
- Ability to work with others and as a team player

Relationship Building:

- “Open door policy” for both student and staff
- Easily approachable

Personal Effectiveness:

- Ability to work cooperatively with staff to complete team projects
- Ability to work independently and monitor individual progress

Basic Knowledge and Skills:

- Knowledge of child development
- Counseling procedures
- Education of deaf and blind children

Education and experience: Please check the one box that indicates the **minimum** educational requirements for this job, as it relates to a new employee on the **first day** of work (not the educational background of the person now in the position):

- | | |
|--|---|
| <input type="checkbox"/> No education required | <input type="checkbox"/> 2 year job-related college or vocational training |
| <input type="checkbox"/> High school diploma or equivalent | <input checked="" type="checkbox"/> College degree (Bachelor’s) |
| <input type="checkbox"/> 1 year job-related college or vocational training | <input type="checkbox"/> Post-graduate degree or equivalent (e.g. Master’s, JD) |

There may be a variety of fields of study that are acceptable. A Human Resource Specialist may have a Bachelor’s in Human Resources, Business Administration, Public Administration or another related field. Please specify the acceptable fields of study:

Bachelors’ degree in Counseling, Behavioral Science, Education, or other related field

Other education, training (software), certification (CPA), or licensing (pilot, psychologist) required (please specify):

The expressive and receptive sign language skills of all employees hired after July 1, 2012 must be evaluated through the Sign Language Proficiency Interview (SLPI: ASL). All new employees are expected to achieve the target Skill Level Standard for their assigned position within three (3) years from their date of hire. The target Skill Level Standard for the position of Counselor is “Advanced.”

Please check the one box that indicates the minimum amount of job-related work experience needed as a new employee on the first day of work (not the experience of the person now in the position):

☐ No prior work experience required

☒ 3 to 4 years job-related work experience

☐ 1 to 2 years of job-related work experience

☐ 5 or more years of job-related work experience

Specific experience (optional):

☐ This agency will accept alternative methods of obtaining necessary qualifications.

For recruiting purposes please list examples of acceptable alternative methods of obtaining those qualifications. **These examples should appear on a vacancy announcement.**

SECTION IV – Other Important Job Information

List any other important information associated with this position, such as working conditions, supervision provided or received, scope and effect and personal contact.

Works night and weekends

SECTION V – Signatures

My signature below (typed or hand written) indicates the statements in Section I to IV are accurate and complete.

Employee:

Signature

Title

Date

Immediate Supervisor:

Signature

Title

Date

Administrative Review:

Signature

Title

Date

JOB EVALUATION FORM

This section is to be completed by a trained classifier in the agency or by State Personnel Division.

Prepared By

Date

Position Status: ☐ Reclassified ☐ Vacant ☐ New Position

Choice of Class Series:

Position Summary:

Benchmark Factoring

Classification Factor Level:

The predominant work of this position consists of:

Factor level Comparison:

Benchmark Comparisons:

Classifier Signature

Title

Date

Upon completion of this section the classifier should make certain that the Job Code Number, Job Code Title and Pay Band on the first page of this document accurately reflect the Choice of Class Series and classification factor level determined above. Attach Organizational Chart, Audit Notes or other pertinent information.

This completed document should now be filed in: I:\Classref\Agencyjp\agency#\filename).
File naming convention is: (position#)jp(date).doc (e.g. 000573jp0100.doc, where date is: month year).